CENTER FOR CIVIC LEADERSHIP
RICE UNIVERSITY

UNIV 215 Fall 2017
Alternative Spring Break Leadership Course

Instructor: Morgan Kinney
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Office Hours: By appointment
Meeting Day / Time: Tuesday / 6:30 - 8:10 PM
Location: RZR 123

Course Overview

Summary: UNIV 215 is a 2-credit course required of all Alternative Spring Break student site leaders. This course consists of weekly, 1.5-hour meetings that will include workshop-style sessions, discussions, group activities, and guest speakers. *This course is graded Satisfactory / Unsatisfactory.*

In addition to regular course meetings, advisement sessions with the CCL staff ASB advisor will occur for each co-leader pair twice a semester, at minimum (additional appointments can be made at any time if site leaders want them). Expectations and sign-ups for these advising sessions will be explained and take place in class. Lastly, co-leaders will be expected to meet with their ASB ambassador mentors twice a semester to provide updates and receive support.

** Note: This course is the first component of a two-part module for ASB site leaders. The second component, UNIV 216, will be offered and required Spring 2018.*

Objectives & learning outcomes:

The Course Aims To:

1) Provide a framework through which students will analyze pressing societal issues and the various responses to these inequities within a given community. The culminating goal of engaging with these issues will be to implement an effective and mutually beneficial short-term service program.

Students will be able to:

- Research and understand current social issues through the lens' of various stakeholders
- Think critically about their own philosophy of service and how it is shaped by their positions of power, privilege and oppression within a community
- Articulate and navigate the positive and negative implications of short-term service
- Foster healthy and reciprocal relationships with community partners that emphasize community assets and project sustainability

2) Equip students with the knowledge, skills, and confidence necessary to lead a group of their peers through an educational curriculum culminating in a successful service trip.

Students will be able to:

- Research a social issue including relevant stakeholders, root causes, intersecting issues and current approaches in order to develop a critical understanding of the situation

- Create and implement a curriculum to educate a group of peers on a social issue and findings of research with an overarching lens of critical service approaches
- Lead and organize all aspects of a short-term immersion trip including logistics, community partner engagement, and meaningful reflection and group building activities

3) Provide a platform for self-reflection and an opportunity for personal and professional development for student site leaders
Students will be able to:

- Understand their own values and capitalize on their strengths while engaging an awareness of areas for further growth, development, and alignment of values and actions
- Develop and practice a universally applicable, professional and personal skill set (communication, conflict & time management, presentation, collaboration, decision-making, writing etc.)

Course Expectations

Conduct & Honor: Students are expected to abide by the Rice University Student Code of Conduct (http://www.students.rice.edu/students/Conduct.asp.) and the Rice Honor Code (http://honor.rice.edu/honor-system-handbook/). Students who fail to do so will face consequences in accordance with University guidelines.

- Plagiarism is defined as the use and assumed ownership of another's written work, research or ideas. This includes paraphrasing without citation as well as copying direct quotes without citation and quotations. For details on how to properly cite your sources in APA or MLA style, visit https://owl.english.purdue.edu/owl/resource/560/01/
- Personal electronic devices (phones, tablets, laptops) are wonderful resources, but their inappropriate use during class demonstrates disrespect for both the instructor and a student's peers. Unless expressly permitted, please keep these devices disabled and out of sight.
- The success of this course is dependent upon the "safety" of the learning environment. It is imperative that, together, we create a space where all opinions, experiences, and voices are treated with respect and dignity. I appreciate your assistance with this vital element of the ASB program.

Assessment: As a "satisfactory / unsatisfactory" course, we face the threat of apathy toward assignment quality and completion. Keep in mind that the assessment classification by no means diminishes the importance, rigor, or expectations of excellence demanded of all Rice courses. All assignments (listed below) will be assessed, critiqued, and if necessary, returned for revisions. An assignment will not be considered "satisfactory" until expressly stated by the instructor.

- ALL assignments must gain a "satisfactory" assessment in order to successfully complete the course.

Participation: All students are expected to be present and actively engaged in discussion during each class session. If you are unable to make it to class due to pre-planned travel, family emergency, or illness, please do your best to let me know *at least* 24 hours in advance.

- Trip Updates--Whenever time allows, we will make space for sharing out about trip updates (housing, contact with site, workplans, etc.) during class. The goal of this practice is to hold each other accountable and stay on track with the logistical aspects of ASB site leading as well as support each other through problem solving the various issues that arise when planning a trip and leading a group of peers.
    - Always come to class prepared to share trip updates and feel free to use the group as a sounding board for any problems you encounter or ideas you have regarding your ASB group.

A note on writing: Written skills are incredibly important to your professional development. Whether with an e-mail, a letter, a resume, or some other type of written work, you will often be making your first impressions on the people around you via your written words. I will always provide feedback on your assignments, not only based on content, but also to help you enhance your writing. Please recognize that it is in your best interest to put in the effort to proofread all of your written communications. *Work that has not been proofread will not be accepted.*
Resources for assistance with quality writing:

- Rice Center for Written, Oral, and Visual Communication: https://cwovc.rice.edu/home
- Tips for becoming more concise (among many other writing resources): https://owl.english.purdue.edu/owl/resource/572/1/

Textbook:
All texts will be provided via Canvas.

Canvas Course Website: The university is transitioning out of Owl Space as an online platform for courses, so we will be working with Canvas as a platform for UNIV 215 & 216. The Canvas site will be used to post assignment information, submit assignments, give peer feedback through discussion forums, and may be used to hold class remotely if necessary.

- You can log on to Canvas through the following link: http://www.rice.edu/canvas/

Accommodations:
Any student who requires accommodations due to a documented disability is encouraged to speak in confidence with the instructor early in the semester in order to convey any needs and / or strategies for modification. In addition, those students will need to contact Disability Support Services in the Allen Center. (Room 111, x5841)

Assignments

Site Presentations (8/22 & 8/29): Presentation guidelines given earlier in summer.

- Feedback from CCL staff and site-leading peers re:
    - Social issue research and context
    - Site rationales and choices
    - Potential topics for curriculum
    - Presentation content and delivery

Trip Description & Title *(9/12)*: This is the 1-paragraph description that will be used on applications, the CCL website, and other locations as needed to describe the ASB trip experience that you will be leading this year. Be sure to include:

- A descriptive issue-based title
- Social issue & brief framing of its importance (draw on framework section of research paper)
- Community partner(s) & type(s) of engagement that will occur
- WORD LIMIT: 250 (Seriously.)

Curriculum *(10/3 & 10/31)*: Curricula for pre-trip group education and post-trip group activities will be developed over the beginning of the semester, starting in class on 9/19. A draft will be due on 10/3 to instructor and faculty advisor, and will be swapped for peer editing during the in-class curriculum workshop on 10/17. A final draft will be due to the instructor on 10/31 to be implemented with your newly selected groups starting in November.

- Curriculum development and guidelines will be discussed more in class but, briefly, group curriculum should include social issue education, community partner orientation, any training that is possible pre-trip, as well as education around social justice and the lens of critical service learning/advocacy.

Written Reflection *(12/13)*: Three-four page reflection on the semester (completed and submitted individually, not per pair) addressing the following questions:

- Return to your site leader application from the spring and read your response to the first supplemental question: "What social issue are you interested in, and what are your goals in examining this issue through ASB?"
    - Logistically, are you on-track to meet your goals? Why or why not?
    - What experiences or information have changed your understanding of your social issue so far?
- Re-read your responses to "Why are you motivated to spend the upcoming year acquiring a deeper understanding of this issue?" and "Why are you motivated to lead a group of your peers in gaining a deeper understanding of this issue?"
    - In what ways have your personal motivations *and* strengths been challenged thus far in your site leading experience? In what ways have they been reaffirmed or leveraged?
- Review your response to "Why do you and your co-leader believe that you will form an effective and productive partnership?"
    - What have you learned about your own work style and leadership skills through your partnership so far? Is your partnership working out as planned, why or why not?
    - How would your partner describe your work and leadership style? Why do you think this?
- Having reflected on your site leading experience thus far, how do you plan to continue developing throughout this process? What will you approach differently when you return in January?

Written reflections will be seen by CCL Staff only and will remain confidential

Looking forward to Spring 2018

Intersectional Group Presentation/Facilitation Session:
Options for prompts: (choose one)

- Identify, research, and discuss an overarching system that impacts both social issues.
- Identify, research, and discuss a policy (in effect or currently proposed) that impacts both social issues.
- Identify, research, and discuss a demographic or geographic region commonly affected by both of your social issues.
- Identify, research, and discuss a current event that impacts both social issues.

Further guidelines on content/requirements will be given in class.

At least one week prior to your class session, SL pairs will meet with the instructor to discuss their plans for their presentation/facilitation, including how they will make the class meeting interactive as well as educational. This project is designed

- to give everyone a chance to further understand each other's social issue topics,
- to prompt a deeper exploration of both you and your partner pair's issues through the lens of your intersectional focus,
- and it is a chance to get feedback on your presentation/facilitation practice. As such, you will receive feedback from both the instructor and your peers.

Summary of Deadlines:

- Trip Description & Title: Sept. 12
- Curriculum draft: Oct. 3
- Final Curriculum: Oct. 31
- Housing confirmed: Nov. 7
- Sallyportal connection for trip planning: Nov. 28
- Items due for SLs and group on Dec. 6:
    - Participant paperwork (which SLs also have to complete)
    - Participant dues (SLs have adjusted dues)
    - Letter campaign letters
- End of semester reflection: Dec. 13

Class Schedule

Date	Class Content	Due for this class
August 22	● Welcome, intro, ice breaker, syllabus ● Start Presentations	● Send presentation to MK by 5:00PM
August 29	● Finish Presentations	
September 5	● Justice-based approach to ASB	● Reading: WSBS pp.9-14, Chp. 3,

	● Site Leader Role: Eight components	pp.69-92 (ACC, Justice-based approach, 8 components) ● Sign up for advising meeting re: Final site selection (W-F This week)
September 9-10: RETREAT	**RETREAT TOPICS:** ● Self-reflection of values → purpose ● Co-Partnerships: Vision and Support ● Facilitation and Group Process ● Difficult Dialogues	**RETREAT TOPICS:** ● Privilege, Oppression, and Allyship: How do social identities define our roles in social justice? ● Trip planning--Using your resources (Sally Portal)
September 12	● Recruitment planning ○ Justice-based approach starts with recruitment & selection practices	● **DUE:** Trip description and title w/ co-leader picture ● Read: WSBS Chp. 7 Diversity and Social Justice ● *Applications will go out by end of this week--Time to recruit!*
September 19	● Developing Curriculum: Learning Components & Local Engagement	● Bring research paper to class & relevant peer presentation feedback ● Read: WSBS Chp. 8, 9, 10
September 26	● ABCD and Language	● Watch: Ernesto Sirrolli Ted Talk ● Read: ABCD Intro & WSBS Chp. 4
October 3	● Interview & Selection prep: Working class--plan your interviews and set up your template for selection.	● **DUE:** Send Curriculum draft to MK and faculty advisor for feedback
October 10	FALL RECESS	NO CLASS
October 17	● Curriculum Workshop	● Bring your curriculum draft to class for peer-workshop and feedback ● Sign up for advising meeting re: Curriculum feedback
October 24	**SELECTION**	● Come prepared to select participants: ○ Applicant rankings & notes ○ Smiling cooperative faces!
October 31	● Logistics: ○ Trip planning updates ○ Participant on-boarding ○ Working class if time leftover	● **DUE:** Final curriculum ● Come prepared to give an update on your trip planning
November 7	**ALL ASB KICK-OFF**	● Announce t-shirt design contest ● Reminder on paperwork/letter campaign

	6:00-8:30pm Grand Hall	**Kick-off Meeting Workshops** ● Justice-based engagement ● AC Continuum ● Types of Civic engagement? ● Privilege/oppression? ● Letter campaign & fundraising
November 14	● Reflection on kick-off mtg ● Reflection	● **DUE:** Housing secured ● Read: WSBS Chp. 13: Reflection + TBD
November 21	● Intersectionality ○ Identifying partner groups for next semester presentations	● Read: TBD ● Watch: Danger of a Single Story
November 28	● Cultural Competency ● Signing up for presentation/facilitation class sessions	● Read: TBD ● Sign up for advising mtg w/ MK re: Trip planning check-in ● **DUE:** Sallyportal connection for trip planning
Finals Week	Good luck, happy break!	DUE: 12/6 Letter campaign letters ● Participant contracts & med form ● Participant Dues DUE: 12/13 First-semester Reflection

Disclaimer:
As it is impossible to foresee any special circumstances that might arise throughout the semester, the instructor reserves the right to make changes to the syllabus in order to accommodate the needs of the class and further the mission of the program. Any changes will be discussed in class.